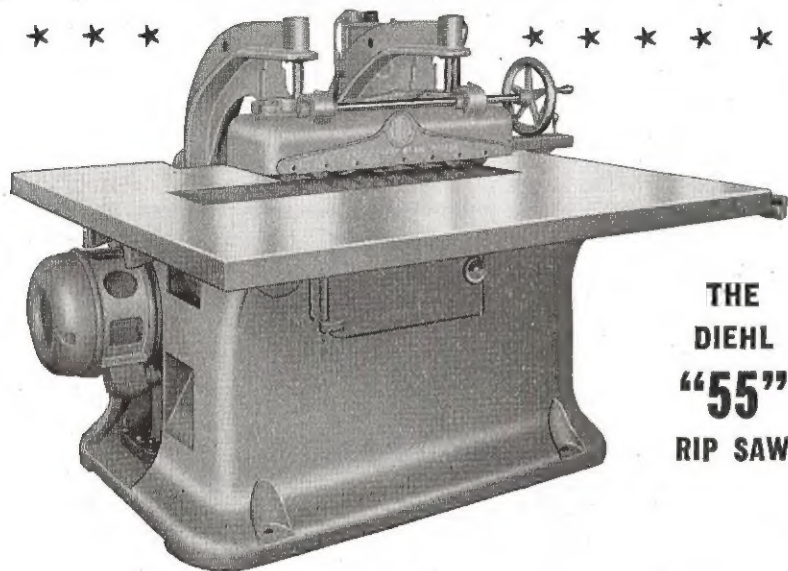


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Producing Educational Toys

By GEO. A. FAIRMAN

THERE'S a new angle in the toy business. It wasn't very important three years ago; only 1½ to 2 per cent of the toys sold had it. But this year it's employed by 8 to 10 per cent. And it's on its way up! It's of prime interest this year because defense metal shortages will give impetus to wooden toys.

Some experts over at Playskool Mfg. Co., in Chicago—child psychologists, sales engineers, toy designers and artists—decided that children were doing some pretty important growing between the ages of six months and six years. They figured that this was no time to let the kids develop haphazard-

ly. So they decided to do something about it through the medium that was probably closest to the youngsters: their toys.

They planned a line of merchandise. First consideration was to the nature of the products. Second came construction methods and materials. Production and distribution followed.

What did these experts consider a suitable educational toy? Something that developed either a child's perception or its ability to do something worthwhile. Something that gave a feeling of accomplishment and a harmless outlet for his energies. Something



The youngsters' Transportation Kits include miniature replicas of all the familiar modern travel mediums.